DOCUMENT RESUME

ED 165 808 IR 007 072

AUTHOR Wilkinson, Gene L.
TITLE Needs Assessment Survey of the Chatham County Media Program.
PUB DATE 8 Dec 78
NOTE 39p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Audiovisual Programs; Educational Improvement; Educational Prcblems; Elementary Secondary Education; Evaluation Methods; Media Specialists; *Needs Assessment; Principals; *Public School Systems; Public School Teachers; Questionnaires; *School Surveys

ABSTRACT

A needs assessment survey was conducted as part of a study initiated by the Chatham County Public School System in Savannah, Georgia, to improve the educational opportunities available to learners within the school system. The two-part survey, dealing with problem area aspects of building and system level media programs, followed a standard form of discrepancy rating analysis, and assessed the perceptions and desires of teachers, principals, and media specialists in the Chatham system. All 391 teachers, principals, and media specialists who participated in the survey were asked to respond to the building level survey, while only media specialists and principals were asked to respond to the system level survey. A data analysis was conducted for each of the major sub-populations and for each of these groups by level of school. Major problem area aspects identified at the building level by all sub-populations included (1) provision of facilities for the local production of instructional materials, (2) use of instructional television as a basic component of the instructional program, and (3) provision of assistance with the local production of instructional materials. Appendices include samples of system and building level survey forms and analysis work sheets. (CMV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165808

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NEEDS ASSESSMENT SURVEY OF THE CHATHAM COUNTY MEDIA PROGRAM

by Dr Gene L Wilkinson

December 8, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gene L. Wilkinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Department of Educational Media and Librarianship
College of Education
University of Georgia
Athens

IR007072

© Gene Linden Wilkinson

CONTENTS

Preface iii

NEEDS ASSESSMENT SURVEY OF THE CHATHAM COUNTY MEDIA PROGRAM ... 1

Instrument 2

System Level Aspects 2
Building Level Aspects 3

Sample 5

Data Treatment 5

Results 6

System Level Results 8
Building Level Results 11
Elementary School Results 13
Middle School Results 15
High School Results 17

Discussion 19

Bibliography 20

APPENDIX A: Sample of System Level Survey Form 21
APPENDIX B: Sample of Building Level Survey Form 24
APPENDIX C: Samples of Analysis Work Sheets 28

PREFACE

This study grew out of a class project in EAV 704: Management of Educational Media Service Programs at the University of Georgia and was conducted in cooperation with a study of the media program of the Chatham County Public Schools by a committee under the Office of Instructional Services, Georgia Department of Education. The needs assessment survey is just one aspect of the total study which was initiated by the Chatham system in order to improve the educational opportunities available to learners within the public schools of Chatham County/Savannah, Georgia.

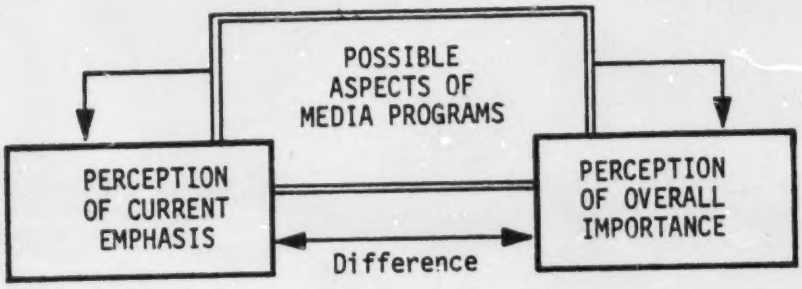
A number of individuals have made significant contributions to the study. I would like to express my appreciation to the graduate students who developed the initial draft of the survey instrument (Dan Davis, Joan Maki, and Freya Taylor), to the members of the Chatham Study Committee who helped in the revision of the instrument and who have made a number of helpful suggestions as the data was being analyzed (Snell Mills, Leslie Jo Bentley, Frances Hodges, Elizabeth Johnson, Jerry Bowen, David Watts, Sidney Jenkins, Sid Neville, Nancy P. Hove, Ed Abercrobie, and Max Wilson), and to Mr. Robert Todd, Assistant Superintendent for Instructional services, and Dr. Milton Christison, Director of Media Services, of the Chatham school system for providing access to the Chatham system personnel and for duplicating, distributing, and collecting the survey forms.

The opinions expressed in this report reflect the personal views of the author and do not represent the findings or the recommendations of the Chatham study committee.

NEEDS ASSESSMENT SURVEY OF THE CHATHAM COUNTY MEDIA PROGRAM[1]

Gene L. Wilkinson

One major aspect of the Chatham County study was a needs assessment survey of the perceptions and desires of the major sub-populations involved with the Chatham system and building level media programs. The survey followed a standard form of discrepency analysis which is illustrated below:



The survey consisted of two parts, one dealing with building level programs and one dealing with the system level program. Each part of the survey consisted of a series of statements describing aspects of an adequate media program. Following each statement, the respondent was asked to rate, on a 5 point scale (ranging from "none" to "maximum"), the amount of emphasis currently given to that aspect by the Chatham media program. They were then asked to rate the importance of that aspect of the program on a 5 point scale (from "undesirable" to "essential"). The difference

---

[1]The instruments and procedures developed for this study are copyrighted by and remain the property of Dr Gene L Wilkinson, Department of Educational Media and Librarianship, College of Education, University of Georgia, Athens 30602.

between these two ratings was used to identify possible problem areas within the Chatham system--the greater the difference, the greater the apparent problem. The problem areas identified by the survey were felt, or perceived, needs. Before they could be used as a basis for recommendations or plans for improving the system, it was necessary to verify them by means of on-site visits and interviews; examination of records, reports, and policy manuals; etc.

Instrument

The initial listing of program aspects was prepared as part of a class project by three educational media graduate students (Dan Davis, Joan Maki, and Freya Taylor) who were enrolled in EAV 704, Management of Educational Media Service Programs, during the University of Georgia Summer Session of 1978. This listing was based on the Georgia State Department of Education accreditation standards, the Southern Association of Schools and Colleges accreditation standards, the joint ALA/AECT recommendations for school media programs, and existing tools for media program evaluation. The students' initial listing was reviewed and refined by a panel of practicing school and system level media specialists. The revised listing was further refined by the evaluation team and representatives of the Chatham school system to produce a final listing of 12 system level program aspects and 18 building level program aspects. Items considered in the study survey were:

SYSTEM LEVEL ASPECTS

- Plans the overall media program--identifies criteria, purposes and procedures, and evaluation systems
- Develops and coordinates the budget for the total media program

- Selects personnel for the media program and provides for their continued professional development
- Serves as a communication link between all media programs within the school system [2]
- Communicates the role of the media program to the community and develops public information systems
- Provides consultative service to assist in curricular development through the application of educational media
- Provides consulting services on the design of school and district media facilities
- Provides district collections of expensive materials and infrequently used equipment
- Develops district media selection policies and criteria that support the educational program
- Provides for and supervises the maintenance of audio-visual equipment
- Maintains central purchasing and processing of materials and equipment
- Maintains specialized production facilities and staff for the use of media personnel, teachers, administration, etc.

BUILDING LEVEL ASPECTS

- Provides information on and alternatives to traditional methods of instruction
- Helps students to improve reading, listening, and viewing skills
- Provides students with instruction in research and selection skills and opportunities to apply these skills
- Encourages and supports students in interest fulfillment, creative expression, and personal enjoyment
- Develops and maintains a balanced and relevant collection of print materials
- Develops and maintains a balanced and relevant collection of non-print materials

---

[2] This item was inadvertently left off the survey form when it was reproduced for use in the Chatham system survey.

- Develops and maintains a collection of instructional equipment
- Develops policies and procedures which provide for maximum access to and use of the collection
- Serves as a central source of information about all media available with the school—regardless of the source/program which provides the materials
- Provides an attractive and comfortable physical facility that is adequate for the functions of the media center
- Provides facilities for the local production of instructional materials
- Provides assistance with the local production of instructional materials
- Communicates the role of the media center and its contribution to the goals of the school
- Continually provides for evaluation of the program in light of clear objectives
- Provides for modification of the program as needed
- Maintains a friendly, helpful attitude toward students, teachers, and staff
- Instructional spaces (classrooms, etc.) of the school encourage and facilitate the use of media by teachers and students
- Uses instructional television as a basic component of the instructional program [3]

The supposition that the aspects listed should be characteristics of any adequate integrated media program was supported by the responses obtained from the survey. On the rating of importance, the lowest rated item had a mean score on the total sample of 3.76 (highly desirable). When

---

[3] This item was added to the Chatham survey because the Chatham area is currently the site for a state funded experimental program dealing with instructional television. Since the item deals with the use of a single media format rather than a generic aspect of media programs, it should not be considered as equivalent to the other items on the survey and has in fact been removed from the final form of the survey instrument.

the item dealing with instructional television is dropped from consideration, the lowest rated item is 3.88 on a 5 point scale.

Sample

The building level survey was initially sent to a 20% sampling of system professional employees. The initial sample was followed by a 100% sampling of building principals and media specialists. All individuals sampled were asked to respond to the building level survey. Because of the need for first hand information, only principals and media specialists were asked to respond to the system level survey. Responses were received from:

287 teachers
51 principals
53 media specialists

A check of the demographic data indicated that the teachers sampled were spread across all types of teaching positions (regular classroom, special education, art, physical education, etc.) and all schools. The principal and media specialist responses were spread over 98% of the system schools.

Data Treatment

The responses made by each of the subjects were tabulated to give a frequency count for each point on the response scale for each of the questions asked concerning each of the items on the survey. The raw frequencies

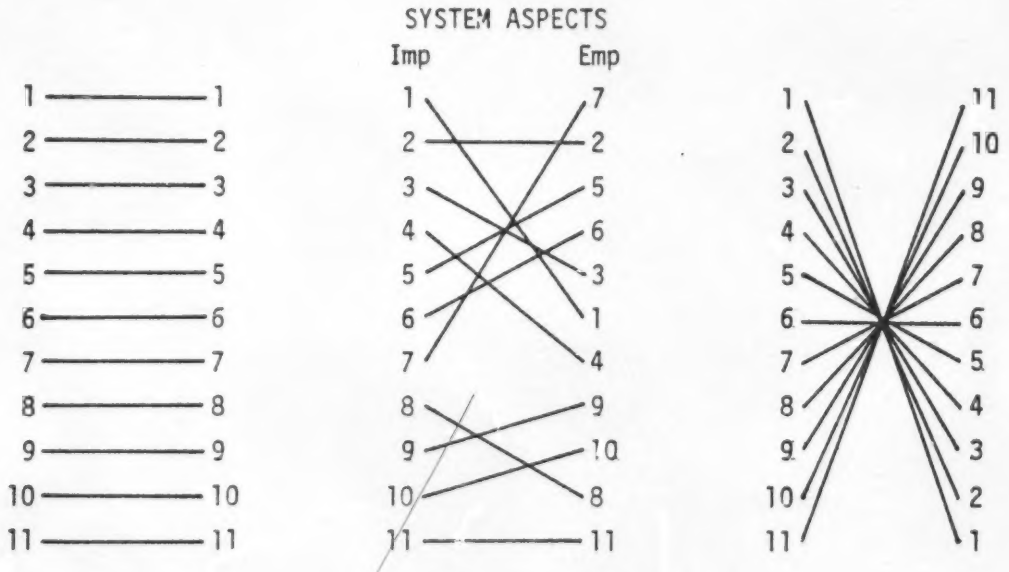
were then converted to a percentage of the total responses to the item so that the results could be compared between items. The percentages were then multiplied by the value of the specific response (from 1 to 5) to give a value score and the values obtained for each item were totaled and divided by 100 to produce the mean response to the question regarding emphasis and to the question regarding importance of each of the program aspects. The emphasis score was then subtracted from the importance score to determine the degree of differnce between the two perceived values. The final values were then rank ordered for emphasis, importance, and differences. The highest emphasis value was ranked number 1, the highest importance value was ranked number 1, and the greatest difference between emphasis and importance was ranked number one. In order to determine to at least a limited degree the significance of the obtained difference values, the means and standard deviation of the difference scores were determined and those scores which were one or two standard deviations above the mean value are indicated in the results section.

The analysis of the data described above was conducted for each of the major sub-populations (teachers, principals, and media specialists) within the total sample and for each of the same sub-populations by level of school (elementary, middle, and high schools).

Results

A number of interesting observations can be made from the results of the study. For example, it is possible to determine what each of the major sub-populations within the Chatham system consider to be the most important aspects of the building and system level media programs. This information

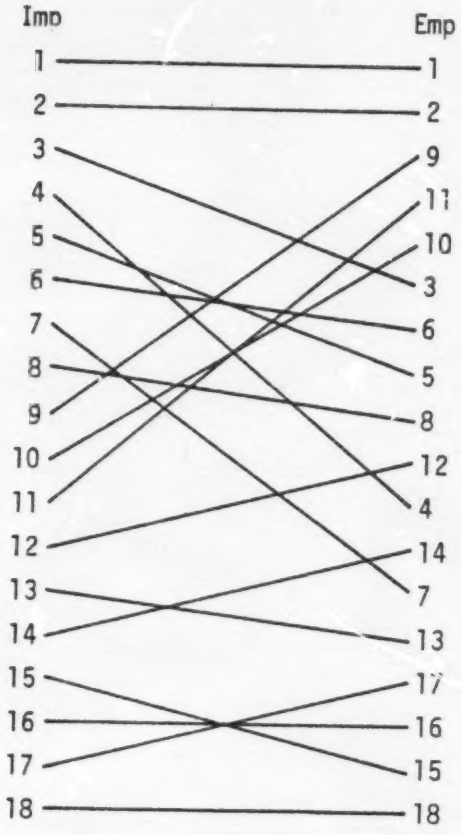
is not of much use for program planning or for the setting of priorities. The range from highest to lowest value on importance was too narrow for the rankings to be considered as a guide for the expenditure of funds. A comparison of the rankings assigned to the emphasis scores and to the importance scores can, however, give a general impression of the performance of the media program. If a close correlation can be found between these scores, it is possible to say that the system has its general priorities in order. Formal correlations have not yet been run on the data from the survey. A simple visual correlation of the system level sample, as shown below, seems to indicate that the system is placing stress where the major



sub-populations feel that the stress should be placed. there is enough variation in the assigned rankings, however, to indicate that there are a few problems which need to be considered. This is where the difference

scores become important. At the building level, as shown in the illustration below, the apparent correlation between emphasis and importance is even more positive than at the system level.

CORRELATION OF BUILDING ASPECTS



The visual correlations are at best general indicators of program performance. To get an indication of where more specific investigation is needed, it is necessary to look at the more detailed results.

System Level Results

The tables on the next two pages present the results of the system level survey. These results are based on a population of 51 building prin-

cipals and 53 building level media specialists. It was felt that since these individuals are the ones who most often interact with the system level program, they would be in the best position to rate its effectiveness. The major problem areas at the system level, that were identified by the survey instrument, are presented in the table below. The ranking of problem areas that were determined by the average of the difference scores obtained from each of the two major sub-populations is presented in the left hand column. The individual rankings of these problem areas assigned by each of the sub-populations is presented in the right hand column. Difference scores that were a standard deviation above the mean for each of the sub-populations is indicated in the table with an asterisk. This table is constructed from those items which were among the top 5 ranked areas by each of the sub-populations. More detailed information, including mean responses and rankings for emphasis, importance, and difference scores, is presented in the table on the following page.

MAJOR PROBLEM AREAS IDENTIFIED AT THE SYSTEM LEVEL

OVER-ALL RANKINGS OF DIFFERENCE SCORES	RANKINGS ASSIGNED ITEMS BY:	
	Principals	Media-Specialists
(1) Provides for and supervises the maintainance of audio-visual equipment	1*	3
(2) Communicates the role of the media program to the community and develops public information systems	3	2*
(3) Maintains specialized production facilities and staff for the use of media personel, teachers, administrators, etc.	4	1*
Provides consulting services on the design of school and district media facilities (4)	2	4
Provides district collections of expensive materials and infrequently used equipment (5)	5	(6)
Provides consultive services to assist in curricular development through application of educational media (6)	5	(7)
Maintains central purchasing and processing of materials and equipment (7)	(8)	4

* one standard deviation above the mean

COMPARISON OF PRINCIPAL AND MEDIA-SPECIALIST RATINGS OF ASPECTS OF THE SYSTEM LEVEL PROGRAM

		EMPHASIS			IMPORTANCE			DIFFERENCE		
		Prin	M-Sp	Totl	Prin	M-Sp	Totl	Prin	M-Sp	Totl
Plans overall media program--identifies criteria, purposes, procedures, and evaluation systems	rank	4	4	4	6	7	7	7	8	8
	mean	3.28	3.45	3.36	3.90	4.06	3.98	.62	.61	.62
Develops and coordinates the budget for the total media program	rank	1	1	1	6	6	6	11	11	11
	mean	3.78	4.16	3.97	3.90	4.10	4.00	.12	-.06	.03
Selects personnel for the media program and provides for their continued professional development	rank	3	2	3	5	5	5	10	10	10
	mean	3.58	3.72	3.65	3.96	4.12	4.04	.38	.39	.39
Communicates the role of the media program to the community and develops public information systems	rank	11	9	10	9	8	9	3	2*	2*
	mean	2.90	2.90	2.90	3.78	4.02	3.90	.88	1.12	1.00
Provides consultative service to assist in curricular development through application of educational media	rank	10	7	8	9	10	10	5	7	6
	mean	3.00	3.21	3.11	3.78	3.92	3.85	.78	.71	.74
Provides consulting services on the design of school and district media facilities	rank	7	6	6	3	3	4	2	4	4
	mean	3.10	3.27	3.19	4.00	4.19	4.10	.90	.92	.91
Provides district collections of expensive materials and infrequently used equipment	rank	5	4	5	4	1	3	5	6	5
	mean	3.20	3.45	3.32	3.98	4.25	4.12	.78	.80	.79
Develops district media selection policies and criteria that support the educational program	rank	2	3	2	2	1	2	9	9	9
	mean	3.64	3.70	3.67	4.10	4.25	4.18	.46	.55	.50
Provides for and supervises the maintenance of audio-visual equipment	rank	7	8	7	1	4	1	1*	3	1*
	mean	3.10	3.19	3.15	4.24	4.17	4.21	1.14	.98	1.06
Maintains central purchasing and processing of materials and equipment	rank	6	11	11	11	11	11	8	4	7
	mean	3.16	2.20	2.68	3.72	3.11	3.42	.56	.92	.74
Maintains specialized production facilities and staff for the use of media personnel, teachers, administrators, etc.	rank	9	10	9	6	9	8	4	1*	3*
	mean	3.06	2.82	2.92	3.90	3.98	3.94	.84	1.16	1.00

	Principals	Media-Specialists	Total
mean of difference scores	.68	.74	.71
standard deviation of difference scores	.23	.27	.24

* one standard deviation above the mean

The results from this portion of the survey can be called in question because one of the program aspects (serves as a communication link between programs within the system) was left off the instrument. Observations by members of the evaluation team during the on-site visits have lead to the conclusion that if the item had been included on the instrument, it would have been ranked as one of the major problem areas.

Building Level Results

The building level results presented on this and the following page are based on the total sample of 287 teachers, 51 principals, and 53 media specialists. Rankings by each of the major sub-populations were obtained and used to construct the summary table below. The over-all (total) rankings were determined by averaging the values assigned by each of the three sub-populations since it was felt that each group should be given equal weight in making decisions regarding building level programs.

Since it was felt that there might well be differences in the importance assigned to specific aspects of the media program at different levels of the educational program, the building level survey data was also broken down and analyzed by school level. The analysis for elementary, middle, and high schools is located on the following pages.

MAJOR PROBLEM AREAS IDENTIFIED AT THE BUILDING LEVEL BY THE TOTAL SAMPLE

OVER-ALL RANKINGS OF DIFFERENCE SCORES[1]	RANKINGS ASSIGNED ITEMS BY:		
	Teachers	Principals	Media-Specialists
(1) Provides facilities for the local production of instructional materials	1**	1**	1**
(2) Uses instructional television as a basic component of the instructional program	3*	2*	2**
(3) Provides assistance with the local production of instructional materials	2**	3*	3*
(4) Provides instructional areas (classrooms) that encourage and facilitate the use of media	5	(6)	5
(5) Develops and maintains a collection of instructional equipment	4*	(8)	5
Provides an attractive and comfortable physical facility that is adequate for the center's functions (6)	(14)	4*	5
Serves as a central source of information about all media available within the school (7)	(12)	(7)	4
Continually provides for evaluation of the media program in light of clear objectives (9)	(7)	5	(12)

[1] over-all rankings determined by the average of the difference scores obtained from the three sub-populations of raters

* one standard deviation above the mean

** two standard deviations above the mean

COMPARISON OF TOTAL TEACHER, PRINCIPAL, AND MEDIA-SPECIALIST RATINGS OF ASPECTS OF BUILDING LEVEL PROGRAMS

		EMPHASIS				IMPORTANCE				DIFFERENCE			
		Tchr	Prin	M-Sp	Totl	Tchr	Prin	M-Sp	Totl	Tchr	Prin	M-Sp	Totl
Provides information on and alternatives to traditional methods of instruction	rank	14	15	14	15	15	17	16	17	11	11	10	12
	mean	3.09	3.31	3.26	3.23	3.81	3.86	3.97	3.88	.72	.55	.71	.66
Helps students to improve reading, listening, and viewing skills	rank	6	4	6	5	7	7	8	8	10	11	14	13
	mean	3.32	3.80	3.80	3.64	4.09	4.35	4.44	4.29	.77	.55	.63	.65
Provides students with instruction in research and selection skills and opportunities to apply these skills	rank	11	9	8	8	6	11	8	9	6	11	12	10
	mean	3.16	3.68	3.78	3.54	4.10	4.23	4.44	4.25	.93	.55	.65	.71
Encourages and supports students in interest fulfillment, creative expression, and personal enjoyment	rank	7	3	4	4	9	8	12	11	9	16	17	15
	mean	3.27	3.86	3.94	3.69	4.06	4.29	4.36	4.24	.79	.43	.42	.55
Develops and maintains a balanced and relevant collection of print materials	rank	3	7	3	3	8	9	2	6	16	14	11	14
	mean	3.45	3.74	3.99	3.73	4.09	4.25	4.53	4.25	.63	.51	.69	.61
Develops and maintains a balanced and relevant collection of non-print materials	rank	13	11	9	12	11	9	6	10	7	9	8	8
	mean	3.13	3.57	3.67	3.45	3.95	4.25	4.53	4.25	.82	.69	.86	.79
Develops and maintains a collection of instructional equipment	rank	8	8	11	9	3	5	5	3	4*	3	5	5
	mean	3.26	3.72	3.57	3.52	4.25	4.43	4.61	4.43	.99	.71	1.04	.91
Develops policies and procedures which provide for maximum access to and use of the collection	rank	2	2	2	2	2	4	3	2	13	18	15	17
	mean	3.60	4.03	4.15	3.93	4.27	4.45	4.67	4.46	.67	.41	.52	.53
Serves as a central source of information about all media available within the school	rank	9	13	15	14	10	11	13	12	12	7	4	7
	mean	3.25	3.48	3.15	3.30	3.96	4.23	4.26	4.15	.70	.74	1.11	.85
Provides an attractive and comfortable physical facility that is adequate for the center's functions	rank	3	12	12	10	6	3	7	5	14	4*	5	6
	mean	3.45	3.51	3.48	3.48	4.12	4.51	4.51	4.38	.66	1.00	1.04	.90
Provides facilities for the local production of instructional materials	rank	17	18	18	17	17	15	15	15	1**	1**	1**	1**
	mean	2.53	2.65	2.27	2.48	3.74	4.10	4.05	3.96	1.20	1.45	1.79	1.48
Provides assistance with the local production of instructional materials	rank	16	16	16	16	16	16	18	16	2**	3*	3*	3*
	mean	2.63	2.94	2.73	2.76	3.76	4.08	3.90	3.91	1.13	1.14	1.17	1.15
Communicates the role of the media center and its contribution to the goals of the school	rank	5	5	6	6	12	5	4	7	17	10	9	11
	mean	3.33	3.76	3.80	3.63	3.94	4.42	4.65	4.34	.62	.67	.84	.71
Continually provides for evaluation of the media program in light of clear objectives	rank	15	14	10	13	13	11	13	14	7	5	12	9
	mean	2.99	3.35	3.61	3.32	3.81	4.23	4.26	4.10	.82	.88	.65	.79
Provides for modification of the media program as needed	rank	11	9	5	7	13	14	11	13	15	14	16	16
	mean	3.16	3.68	3.92	3.59	3.81	4.19	4.40	4.13	.65	.51	.48	.55
Maintains a friendly, helpful attitude toward students, teachers, and staff	rank	1	1	1	1	1	1	1	1	18	16	18	18
	mean	3.99	4.27	4.47	4.24	4.41	4.70	4.80	4.64	.43	.43	.33	.39
Provides instructional areas (classrooms) that encourage and facilitate the use of media	rank	10	5	13	11	4	2	8	4	5	6	5	4
	mean	3.23	3.76	3.40	3.46	4.19	4.53	4.44	4.39	.96	.76	1.04	.92
Uses instructional television as a basic component of the instructional program	rank	18	17	17	18	18	18	17	18	3*	2*	2**	2**
	mean	2.45	2.67	2.32	2.48	3.49	3.84	3.96	3.76	1.04	1.17	1.63	1.28

	Teachers	Principals	Media-Specialists	Total
mean of difference scores	.81	.73	.87	.80
standard deviation of difference scores	.16	.23	.30	.21

* one standard deviation above the mean

** two standard deviations above the mean

Elementary School Results

The elementary school analysis is based on a sample of 146 elementary teachers, 34 elementary principals, and 34 elementary school media specialists. The need to examine sub-population ratings as well as the over-all ratings is illustrated by the fact that the teachers' fourth ranked item, instruction in research and selection skills, has an over-all rank of 11. There is very little variation between the rankings of the elementary school sub-populations and the rankings of the total sample. This is because the elementary sub-population makes up well over 50% of the total sample. Variations will be seen in the middle and high school sub-populations.

MAJOR PROBLEM AREAS IDENTIFIED AT THE ELEMENTARY SCHOOL LEVEL

OVER-ALL RANKINGS OF DIFFERENCE SCORES[1]	RANKINGS ASSIGNED ITEMS BY:		
	Teachers	Principals	Media-Specialists
(1) Provides facilities for the local production of instructional materials	1**	1**	1**
(2) Provides assistance with the local production of instructional materials	2**	2**	3*
(3) Uses instructional television as a basic component of the instructional program	(10)	3*	2*
(4) Provides an attractive and comfortable physical facility that is adequate for the center's functions	(16)	4*	5
(5) Develops and maintains a collection of instructional equipment	3*	(9)	(6)
Serves as a central source of information about all media available within the school (6)	(15)	5	4
Develops and maintains a balanced and relevant collection of non-print materials (8)	5	(7)	(8)
Provides students with instruction in research and selection skills and opportunities to apply these skills (11)	4	(12)	(14)

[1] over-all rankings determined by the average of the difference scores obtained from the three sub-populations of raters

* one standard deviation above the mean

** two standard deviations above the mean

COMPARISON OF ELEMENTARY SCHOOL SUB-POPULATION RATINGS OF ASPECTS OF BUILDING LEVEL PROGRAMS

		EMPHASIS				IMPORTANCE				DIFFERENCE			
		Tchr	Prin	M-So	Totl	Tchr	Prin	M-So	Totl	Tchr	Prin	M-So	Totl
Provides information on and alternatives to traditional methods of instruction	rank	14	15	15	15	15	18	17	17	14	11	9	10
	mean	3.20	3.29	3.12	2.20	3.84	3.94	3.88	3.89	.64	.65	.76	.68
Helps students to improve reading, listening, and viewing skills	rank	4	6	6	4	5	7	8	8	12	13	12	14
	mean	3.59	3.82	3.91	3.77	4.25	4.41	4.47	4.38	.66	.59	.56	.60
Provides students with instruction in research and selection skills and opportunities to apply these skills	rank	12	10	8	10	7	14	11	12	4	12	14	11
	mean	3.30	3.68	3.82	3.60	4.18	4.29	4.32	4.27	.88	.62	.50	.67
Encourages and supports students in interest fulfillment, creative expression, and personal enjoyment	rank	8	3	5	5	8	8	11	11	7	17	16	16
	mean	3.41	3.94	3.97	3.77	4.16	4.38	4.32	4.29	.75	.44	.35	.51
Develops and maintains a balanced and relevant collection of print materials	rank	7	7	3	3	8	11	2	6	13	14	11	13
	mean	3.51	3.79	4.09	3.80	4.16	4.32	4.73	4.41	.65	.53	.65	.61
Develops and maintains a balanced and relevant collection of non-print materials	rank	13	11	9	12	12	11	7	10	5	7	8	8
	mean	3.24	3.59	3.73	3.52	4.04	4.32	4.53	4.30	.80	.74	.79	.77
Develops and maintains a collection of instructional equipment	rank	9	7	11	9	2	5	5	4	3*	9	6	5
	mean	3.40	3.79	3.65	3.61	4.30	4.50	4.56	4.45	.90	.71	.91	.84
Develops policies and procedures which provide for maximum access to and use of the collection	rank	2	2	2	2	2	4	4	2	11	15	16	17
	mean	3.64	4.12	4.23	4.00	4.30	4.59	4.59	4.49	.67	.47	.35	.50
Serves as a central source of information about all media available within the school	rank	10	14	14	14	13	11	13	13	15	5	4	6
	mean	3.38	3.41	3.26	3.35	4.01	4.32	4.23	4.19	.63	.91	.97	.84
Provides an attractive and comfortable physical facility that is adequate for the center's functions	rank	3	12	12	11	6	2	5	3	16	4*	5	4
	mean	3.62	3.50	3.62	3.58	4.24	4.62	4.56	4.47	.63	1.12	.94	.89
Provides facilities for the local production of instructional materials	rank	18	18	14	18	17	16	15	15	1**	1**	1**	1***
	mean	2.42	2.56	2.21	2.39	3.73	4.12	3.97	3.94	1.31	1.56	1.76	1.45
Provides assistance with the local production of instructional materials	rank	17	16	17	17	16	15	18	16	2**	2**	3*	2**
	mean	2.60	2.85	2.59	2.68	3.67	4.20	3.82	3.90	1.07	1.35	1.23	1.22
Communicates the role of the media center and its contribution to the goals of the school	rank	5	7	7	6	11	5	3	7	17	9	9	12
	mean	3.58	3.79	3.88	3.75	4.07	4.50	4.65	4.40	.49	.71	.76	.65
Continually provides for evaluation of the media program in light of clear objectives	rank	14	12	10	13	14	9	13	14	8	6	13	9
	mean	3.20	3.50	3.70	3.47	3.92	4.35	4.23	4.17	.73	.85	.53	.70
Provides for modification of the media program as needed	rank	11	4	4	7	10	9	8	9	6	15	15	15
	mean	3.35	3.88	4.00	3.74	4.13	4.35	4.47	4.32	.78	.47	.47	.57
Maintains a friendly, helpful attitude toward students, teachers, and staff	rank	1	1	1	1	1	1	1	1	18	18	18	18
	mean	3.35	4.47	4.53	4.38	4.54	4.73	4.79	4.69	.39	.26	.26	.31
Provides instructional areas (classrooms) that encourage and facilitate the use of media	rank	6	4	13	8	4	2	10	5	8	7	6	7
	mean	3.56	3.88	3.52	3.66	4.28	4.62	4.44	4.45	.73	.74	.91	.79
Uses instructional television as a basic component of the instructional program	rank	16	17	16	16	18	17	16	18	10	3*	2*	3*
	mean	2.79	3.82	2.62	2.74	3.51	4.00	3.94	3.82	.71	1.18	1.32	1.07

	Teachers	Principals	Media-Specialists	Total
mean difference scores	.75	.77	.78	.76
standard deviation of difference scores	.14	.26	.29	.20

* one standard deviation above the mean
** two standard deviations above the mean
*** three standard deviations above the mean

Middle School Results

The middle school analysis is based on a sample of 51 teachers, 8 principals, and 8 media specialists at the middle school level. The results of this analysis show much less agreement on problem areas between the various sub-populations. This lack of agreement reflects both the small sample size and the lack of agreement within the Chatham system on the role and purpose of the middle school. A number of the schools that are titled middle schools are in fact traditional junior high schools and do not show the characteristics that have come to be considered necessary within a middle school.

MAJOR PROBLEM AREAS IDENTIFIED AT THE MIDDLE SCHOOL LEVEL

OVER-ALL RANKINGS OF DIFFERENCE SCORES[1]	RANKINGS ASSIGNED ITEMS BY:		
	Teachers	Principals	Media-Specialists
(1) Uses instructional television as a basic component of the instructional program	2*	1**	1**
(2) Provides facilities for the local production of instructional materials	2*	3*	1**
(3) Develops and maintains a collection of instructional equipment	4*	(6)	4*
(4) Serves as a central source of information about all media available within the school	(12)	(17)	3**
(5) Continually provides for evaluation of the media program in light of clear objectives	(8)	3*	(9)
Provides assistance with the local production of instructional materials (6)	5*	(11)	(6)
Provides an attractive and comfortable physical facility that is adequate for the center's functions (7)	(18)	2**	(6)
Provides students with instruction in research and selection skills and opportunities to apply these skills (8)	1*	(7)	(12)
Communicates the role of the media center and its contribution to the goals of the schools (12)	(17)	(15)	5
Maintains a friendly, helpful attitude toward students, teachers, and staff (14)	(15)	3*	(16)

[1] over-all rankings determined by the average of the difference scores obtained from the three sub-populations of raters

* one standard deviation above the mean

** two standard deviations above the mean

COMPARISON OF MIDDLE SCHOOL SUB-POPULATION RATINGS OF ASPECTS OF BUILDING LEVEL PROGRAMS

		EMPHASIS				IMPORTANCE				DIFFERENCE			
		Tchr	Prin	M-So	Totl	Tchr	Prin	M-So	Totl	Tchr	Prin	M-So	Totl
Provides information on and alternatives to traditional methods of instruction	rank	13	10	11	13	11	17	14	16	9	16	12	16
	mean	3.16	3.63	3.63	3.47	3.86	4.00	4.25	4.04	.71	.38	.63	.57
Helps students to improve reading, listening, and viewing skills	rank	5	3	7	5	8	5	11	9	14	11	15	15
	mean	3.33	3.88	3.88	3.69	3.94	4.50	4.38	4.27	.61	.63	.50	.58
Provides students with instruction in research and selection skills and opportunities to apply these skills	rank	14	6	4	7	5	5	6	6	1*	7	12	8
	mean	3.06	3.75	4.00	3.60	4.12	4.50	4.63	4.41	1.06	.75	.63	.81
Encourages and supports students in interest fulfillment, creative expression, and personal enjoyment	rank	10	10	4	8	7	8	11	10	7	7	16	13
	mean	3.18	3.63	4.00	3.60	4.04	4.38	4.38	4.26	.86	.75	.38	.66
Develops and maintains a balanced and relevant collection of print materials	rank	4	6	2	3	6	5	4	4	13	7	12	11
	mean	3.43	3.75	4.13	3.77	4.06	4.50	4.75	4.44	.63	.75	.38	.66
Develops and maintains a balanced and relevant collection of non-print materials	rank	10	10	9	10	14	12	6	11	11	11	6	10
	mean	3.18	3.63	3.75	3.52	3.84	4.25	4.63	4.24	.67	.63	.88	.72
Develops and maintains a collection of instructional equipment	rank	6	6	14	12	3	2	4	2	4*	6	4*	3*
	mean	3.29	3.75	3.38	3.47	4.31	4.63	4.75	4.56	1.02	.88	1.38	1.09
Develops policies and procedures which provide for maximum access to and use of the collection	rank	2	1	2	2	2	8	1	3	10	17	9	17
	mean	3.70	4.13	4.13	3.98	4.39	4.38	4.88	4.55	.69	.25	.75	.56
Serves as a central source of information about all media available within the school	rank	8	3	16	14	12	15	8	13	12	17	3**	4
	mean	3.21	3.88	2.75	3.28	3.86	4.13	4.50	4.16	.65	.25	.75	.56
Provides an attractive an comfortable physical facility that is adequate for the center's functions	rank	3	15	11	11	11	2	8	8	18	2**	6	7
	mean	3.49	3.38	3.63	3.49	3.86	4.63	4.50	4.33	.37	1.25	.88	.83
Provides facilities for the local production of instructional materials	rank	16	16	17	17	8	12	11	12	2*	3*	1**	2**
	mean	2.90	3.25	2.50	2.88	3.94	4.25	4.38	4.19	1.04	1.00	1.88	1.30
Provides assistance with the local production of instructional materials	rank	15	14	15	15	10	15	16	15	5*	11	6	6
	mean	2.92	3.50	3.25	3.22	3.92	4.13	4.13	4.06	1.00	.63	.88	.83
Communicates the role of the media center and its contribution to the goals of the school	rank	7	1	7	4	15	2	1	5	17	15	5	12
	mean	3.27	4.13	3.88	3.76	3.76	4.63	4.88	4.42	.49	.50	1.00	.66
Continually provides for evaluation of the media program in light of clear objectives	rank	17	16	13	16	17	12	14	17	8	3*	9	5
	mean	2.82	3.25	3.50	3.19	3.61	4.25	4.25	4.04	.78	1.00	.75	.84
orovides for modification of the media program as needed	rank	10	10	4	8	16	8	16	14	16	7	18	18
	mean	3.18	3.63	4.00	3.60	3.72	4.38	4.13	4.07	.55	.75	.13	.47
Maintains a friendly, helpful attitude toward students, teachers, and staff	rank	1	6	1	1	1	1	1	1	15	3*	16	14
	mean	3.78	3.75	4.50	4.01	4.37	4.75	4.88	4.67	.59	1.00	.38	.65
Provides instructional areas (classrooms) that encourage and facilitate the use of media	rank	8	3	9	6	4	8	8	7	6	14	9	9
	mean	3.21	3.88	3.75	3.61	4.16	4.38	4.50	4.34	.94	.50	.75	.73
Uses instructional television as a basic component of the instructional program	rank	18	18	18	18	18	18	18	18	2*	1**	1**	1**
	mean	2.39	2.25	2.13	2.26	3.43	3.63	4.00	3.69	1.04	1.38	1.88	1.43

	Teachers	Principals	Media-Specialists	Total
mean of difference scores	.76	.74	.89	.80
standard deviation of difference scores	.18	.24	.38	.19

* one standard deviation above the mean

** two standard deviations above the mean

High School Results

The high school analysis is based on a sample of 90 high school teachers, 9 high school principals, and 10 high school media specialists. On this analysis, as well as in the middle school analysis, the small number of principals and media specialists might lead to questions concerning the reliability of the results. This number does represent, however, a major percentage of the total population of principals and media specialists at the high school level within the Chatham system.

MAJOR PROBLEM AREAS IDENTIFIED AT THE HIGH SCHOOL LEVEL

OVER-ALL RANKINGS OF DIFFERENCE SCORES[1]	RANKINGS ASSIGNED ITEMS BY:		
	Teachers	Principals	Media-Specialists
(1) Uses instructional television as a basic component of the instructional program	1**	3*	1**
(2) Provides facilities for the local production of instructional materials	3*	1**	2*
(3) Provides instructional areas (classrooms) that encourage and facilitate the use of media	2*	2*	3*
(4) Provides assistance with the local production of instructional materials	4*	5	(7)
(5) Continually provides for evaluation of the media program in light of clear objectives	(7)	4*	(10)
Develops and maintains a collection of instructional equipment (6)	5	(7)	5
Provides an attractive and comfortable physical facility that is adequate for the center's functions (7)	(12)	(12)	4
Provides student's with instruction in research and selection skills and opportunities to apply these skills (12)	(9)	(17)	5

[1] over-all rankings determined by the average of the difference scores obtained from the three sub-populations of raters

* one standard deviation above the mean

** two standard deviations above the mean

COMPARISON OF HIGH SCHOOL SUB-POPULATION RATINGS OF ASPECTS OF BUILDING LEVEL PROGRAMS

		EMPHASIS				IMPORTANCE				DIFFERENCE			
		Tchr	Prin	M-Sp	Totl	Tchr	Prin	M-Sp	Totl	Tchr	Prin	M-Sp	Totl
Provides information on and alternatives to traditional methods of instruction	rank	12	13	6	12	17	16	15	17	14	12	17	15
	mean	2.80	3.11	3.50	3.14	3.63	3.44	4.10	3.72	.83	.33	.60	.58
Helps students to improve reading, listening, and viewing skills	rank	11	3	10	6	9	3	9	9	6	12	10	11
	mean	2.82	3.67	3.40	3.30	3.81	4.00	4.40	4.07	.99	.33	1.00	.77
Provides students with instruction in research and slection skills and opportunities to apply these skills	rank	7	3	6	5	7	12	3	6	9	17	5	12
	mean	2.91	3.67	3.50	3.36	3.83	3.78	4.70	4.10	.92	.11	1.20	.74
Encourages and supports students in interest fulfillment, creative expression, and personal enjoyment	rank	5	2	3	3	10	10	5	10	15	17	16	17
	mean	3.01	3.78	3.80	3.53	3.80	3.89	4.50	4.06	.79	.11	.70	.53
Develops and maintains a balanced and relevant collection of print materials	rank	3	7	4	4	6	12	5	11	17	16	13	16
	mean	3.29	3.56	3.60	3.48	3.87	3.78	4.50	4.05	.59	.22	.90	.57
Develops and maintains a balanced and relevant collection of non-print materials	rank	10	8	10	9	12	3	5	7	8	7	7	8
	mean	2.83	3.44	3.50	3.28	3.76	4.00	4.70	4.23	.93	.56	1.20	.94
Develops and maintains a collection of instructional equipment	rank	7	8	6	7	3	3	3	3	5	7	5	6
	mean	2.91	3.44	3.50	3.28	3.98	4.00	4.70	4.23	1.08	.56	1.20	.94
Develops policies and procedures which provide for maximum access to and use of the collection	rank	2	3	2	2	2	3	1	2	1	12	13	14
	mean	3.39	3.67	3.90	3.65	4.04	4.00	4.20	4.01	.85	.56	1.10	.84
Serves as a central source of information about all media available within the school	rank	6	8	13	11	7	3	14	12	13	7	7	10
	mean	2.97	3.44	3.10	3.17	3.83	4.00	4.20	4.01	.85	.56	1.10	.84
Provides an attractive and comfortable physical facility that is adequate for the center's functions	rank	4	3	14	10	5	3	9	5	12	12	4*	7
	mean	3.07	3.67	2.90	3.21	3.94	4.00	4.40	4.11	.87	.33	1.50	.90
Provides facilities for the local production of instructional materials	rank	16	17	16	17	11	10	15	14	3*	1**	2*	2**
	mean	2.44	2.44	2.30	2.40	3.76	3.89	4.10	3.92	1.32	1.44	1.80	1.52
Provides assistance with the local production of instructional materials	rank	17	16	14	16	14	15	17	16	4*	5	7	4
	mean	2.42	2.78	2.90	2.70	3.70	3.56	4.00	3.75	1.28	.78	1.10	1.05
Communicates the role of the media center and its contribution to the goals of the school	rank	9	11	6	8	13	3	5	8	11	6	10	9
	mean	2.85	3.33	3.50	3.23	3.73	4.00	4.50	4.08	.88	.67	1.00	.85
Continually provides for evaluation of the media program in light of clear objectives	rank	15	15	10	14	16	12	9	13	7	4*	10	5
	mean	2.66	3.89	3.40	2.98	3.64	3.78	4.40	3.94	.98	.89	1.00	.96
Provides for modification of the media program as needed	rank	13	14	4	13	15	16	9	15	9	11	15	13
	mean	2.76	3.00	3.60	3.12	3.69	3.44	4.40	3.84	.92	.44	.80	.72
Maintains a friendly, helpful attitude toward students, teachers, and staff	rank	1	1	1	1	1	1	1	1	18	7	18	18
	mean	3.72	4.00	4.30	4.01	4.11	4.56	4.80	4.49	.39	.56	.50	.48
Provides instructional areas (classrooms) that encourage and facilitate the use of media	rank	14	12	17	15	4	2	9	3	2*	2*	3*	3**
	mean	2.62	3.22	2.70	2.85	3.95	4.33	4.40	4.23	1.33	1.11	1.70	1.38
Uses instructional television as a basic component of the instructional program	rank	18	17	18	18	18	16	17	18	1**	3*	1**	1**
	mean	1.85	2.44	1.50	1.93	3.41	3.44	4.00	3.62	1.55	1.00	2.50	1.68

	Teachers	Principals	Media-Specialists	Total
mean of difference scores	.95	.57	1.14	.89
standard deviation of difference scores	.21	.27	.34	.25

* one standard deviation above the mean

** two standard deviations above the mean

Discussion

A number of factors need to be kept in mind when interpreting the results presented in this report. First of all, the items which have been identified in the tables as problems are not in fact problems but rather are possible problem areas. Until there has been further investigation and verification by means of interviews, on-site visits, statisical reports, etc., they can only be viewed as tentative. Also, they represent generalizations about the total system and can not be specifically applied to individual schools. A number of individual schools within the Chatham system are doing an excellent job within the areas that the survey has identified as major problems for the system. It is more than likely that some of the schools are having difficulties with areas that the survey indicates as being well handled. It was not possible, within the limits of the study, to break out information on individual schools. An excellent follow-up activity would be for individual media specialists to run copies of the attached survey forms and do analysis of their particular schools, using a total sampling of their teachers and also, where appropriate, including a sampling of students to see how their school compares with the system norms presented in this paper and to help them identify the areas where they need to assign priority within their program.

BIBLIOGRAPHY

ALA/AECT, Media Programs: District and School, Association for Educational Communications and Technology: Washington, D.C., 1975, 128 pages.

AECT, Evaluating Media Programs: District and School, draft edition, Association for Educational Communications and Technology: Washington, D.C., 1976, 79 pages.

Christison, Milton, "Instruments for the Evaluation of Instructional Materials Centers," in Planning and Operating Media Centers: Readings from Audiovisual Instruction #2, Association for Educational Communications and Technology: Washington, D.C., 1975, pages 49-53.

Daniel, Evelyn H., "Performance Measures for School Libraries: Complexities and Potential," in Melvin J. Voigt and Michael H. Harris, editors, Advances In Librarianship, Volume 6, Academic Press: New York, 1976, pages 2-51.

Deprospo, Ernest R., and Liesener, James W., "Media Program Evaluation: A Working Framework," School Media Quarterly, Summer 1975, pages 289-301.

Fulton, W.R., Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program, Department of Audiovisual Instruction, NEA: Washington, D.C., 1969, 10 pages. Mimeo.

Georgia Department of Education, Standards for School Media Centers, Media Field Services: Atlanta, Georgia, 1976-77, 16 pages. Mimeo.

Guba, Egon G., and Stufflebeam, Daniel L., Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action, School of Education, Indiana University: Bloomington, 1970, 35 pages.

Kaufman, Roger A., Educational System Planning, Prentice Hall, Inc.: Englewood Cliffs, N.J., 1972, 165 pages.

Kaufman, Roger A., Needs Assessment, Technological Applications Project: San Diego, California, 1976, 114 pages.

Liesener, James W., A Systematic Process for Planning Media Programs, American Library Association: Chicago, 1976, 166 pages.

Loertscher, David V., and Stroud, Janet G., Purdue Self-Evaluation System for School Media Centers (Elementary and High School Catalogs), Hi Willow Research and Publishing: Idaho Falls, Idaho, 1976.

APPENDIX A

SYSTEM LEVEL SURVEY OF MEDIA PROGRAMS

INSTRUCTIONS: *This survey consists of a number of statements concerning possible aspects of a system level media program. You are being asked to react to each of these statements in terms of (1) the degree of emphasis currently being placed on each aspect by your system level media program and (2) the importance which you feel should be attached to this aspect.*

Your responses are to be made on the machine scored answer sheet that has been provided to you. Use a #2 lead pencil to complete the answer sheet. Erase carefully if you wish to change any of your responses.

Before starting to respond to the survey, please indicate the nature of your primary assignment in the appropriate blank on the response sheet:

(a) *system media staff*
(b) *system curriculum staff (Indicate your area in the space provided.)*
(c) *system level administration*
(d) *building level media specialist*
(e) *building level principal*

THE SYSTEM LEVEL MEDIA PROGRAM..... plans the overall media program--identifies criteria, purposes and procedures, and evaluation systems.

1. How much emphasis is currently being placed on the above statement by your system media program?
   (1) none (2) low (3) adequate (4) strong (5) maximum
2. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... develops and coordinates the budget for the total media program.

3. How much emphasis is currently being placed on the above statement by your system media program?
   (1) none (2) low (3) adequate (4) strong (5) maximum
4. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... selects personnel for the media program and provides for their continued professional development.

5. How much emphasis is currently being placed on the above statement by your system media program?
   (1) none (2) low (3) adequate (4) strong (5) maximum
6. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... serves as a communication link between all media programs within the school system.

7. How much emphasis is currently being placed on the above statement by your system media program?
   (1) none (2) low (3) adequate (4) strong (5) maximum
8. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... communicates the role of the media program to the community and develops public information systems.

9. How much emphasis is currently being placed on the above statement by your system media program?
   (1) none (2) low (3) adequate (4) strong (5) maximum
10. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... provides consultative service to assist in curricular development through the application of educational media.

11. How much emphasis is currently being placed on the above statement by your system media program?
    (1) none (2) low (3) adequate (4) strong (5) maximum
12. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... provides consulting services on the design of school and district media facilities.

13. How much emphasis is currently being placed on the above statement by your system media program?
    (1) none (2) low (3) adequate (4) strong (5) maximum
14. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... provides district collections of expensive materials and infrequently used equipment.

15. How much emphasis is currently being placed on the above statement by your system media program?
    (1) none (2) low (3) adequate (4) strong (5) maximum
16. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... develops district media selection policies and criteria that support the educational program.

17. How much emphasis is currently being placed on the above statement by your system media program?
(1) none (2) low (3) adequate (4) strong (5) maximum

18. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... provides for and supervises the maintenance of audio-visual equipment.

19. How much emphasis is currently being placed on the above statement by your system media program?
(1) none (2) low (3) adequate (4) strong (5) maximum

20. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... maintains central purchasing and processing of materials and equipment.

21. How much emphasis is currently being placed on the above statement by your system media program?
(1) none (2) low (3) adequate (4) strong (5) maximum

22. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SYSTEM LEVEL MEDIA PROGRAM..... maintains specialized production facilities and staff for the use of media personnel, teachers, administration, etc.

23. How much emphasis is currently being placed on the above statement in your system media program?
(1) none (2) low (3) adequate (4) strong (5) maximum

24. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

This instrument was developed for the Office of Instructional Services, Georgia State Department of Education, Atlanta, Georgia, by Dr. Gene L. Wilkinson, Joan Maki, Freya Taylor, and Dan Davis.

© Gene L. Wilkinson, 1978.

APPENDIX B

BUILDING LEVEL SURVEY OF SCHOOL MEDIA PROGRAMS

INSTRUCTIONS: *This survey consists of a number of statements concerning possible aspects of a school media program. You are being asked to react to each of these statements in terms of (1) the degree of emphasis currently being placed on this aspect within your school's media program and (2) the importance which you feel should be attached to this aspect.*

Your responses are to be made on the machine scored answer sheet that has been provided to you. Use a #2 lead pencil to complete the answer sheet. Erase carefully if you wish to change any of your responses.

Before starting to respond to the survey, please provide the following information in the appropriate blanks on the response sheet:

(1) *the school to which you are primarily assigned (If you are assigned to more than one school, please complete a response sheet for each school to which you are assigned.)*

(2) *the nature of your primary assignment (Include additional information as asked.)*

(a) *classroom teacher (elementary)*

(b) *subject area teacher (Indicate your teaching field in the space provided.)*

(c) *administration*

(d) *school media specialist*

(e) *other professional staff (Indicate your area in the space provided.)*

THE SCHOOL MEDIA CENTER..... provides information on and alternatives to traditional methods of instruction.

1. How much emphasis is currently being placed on the above statement in your media center?
   (1) none (2) low (3) adequate (4) strong (5) maximum
2. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... helps students to improve reading, listening, and viewing skills.

3. How much emphasis is currently being placed on the above statement in your media center?
   (1) none (2) low (3) adequate (4) strong (5) maximum
4. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... provides students with instruction in research and selection skills and opportunities to apply these skills.

5. How much emphasis is currently being place on the above statement in your media center?
   (1) none (2) low (3) adequate (4) strong (5) maximum
6. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... encourages and supports students in interest fulfillment, creative expression, and personal enjoyment.

7. How much emphasis is currently being placed on the above statement in your media center?
   (1) none (2) low (3) adequate (4) strong (5) maximum

8. In your opinion, of what importance is the above statement?
   (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... develops and maintains a balanced and relevant collection of print materials.

9. How much emphasis is currently being placed on the above statement in your media center?
   (1) none (2) low (3) adequate (4) strong (5) maximum

10. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... develops and maintains a balanced and relevant collection of non-print materials.

11. How much emphasis is currently being placed on the above statement in your media center?
    (1) none (2) low (3) adequate (4) strong (5) maximum

12. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... develops and maintains a collection of instructional equipment.

13. How much emphasis is currently being placed on the above statement in your media center?
    (1) none (2) low (3) adequate (4) strong (5) maximum

14. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... develops policies and procedures which provide for maximum access to and use of the collection.

15. How much emphasis is currently being placed on the above statement in your media center?
    (1) none (2) low (3) adequate (4) strong (5) maximum

16. In your opinion, of what importance is the above statement?
    (1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... serves as a central source of information about all media available within the school--regardless of the source/program which provides the materials.

17. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

18. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... provides an attractive and comfortable physical facility that is adequate for the functions of the media center.

19. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

20. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... provides facilities for local production of instructional materials.

21. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

22. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... provides assistance with the local production of instructional materials.

23. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

24. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... communicates the role of the media center and its contribution to the goals of the school.

25. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

26. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... continually provides for evaluation of the program in light of program objectives for the modification and justification of the program as needed.

27. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

28. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... provides for modification of the program as needed.

29. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

30. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

THE SCHOOL MEDIA CENTER..... maintains a friendly, helpful attitude toward students, teachers, and staff.

31. How much emphasis is currently being placed on the above statement in your media center?
(1) none (2) low (3) adequate (4) strong (5) maximum

32. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

INSTRUCTIONAL SPACES (classrooms, etc.) OF YOUR SCHOOL..... encourage and facilitate the use of media by teachers and students.

33. How much emphasis is currently being placed on the above statement in your school?
(1) none (2) low (3) adequate (4) strong (5) maximum

34. In your opinion, of what importance is the above statement?
(1) undesirable (2) irrelevant (3) useful (4) highly desirable (5) essential

This instrument was developed for the Office of Instructional Services, Georgia State Department of Education, Atlanta, Georgia, by Dr. Gene L. Wilkinson, Joan Maki, Freya Taylor, and Dan Davis.

© Gene L. Wilkinson, 1978.

APPENDIX C

POUPLATION GROUP

SYSTEM LEVEL (page #1)

ITEM	Response #1			Response #2			Response #3			Response #4			Response #5			TN	A (100/TN)	TOTAL VALUE OF ITEM			Devi-ation (X-M)	RANK		
	n	% (n-A)	Value (%-1)	n	% (n-A)	Value (%-2)	n	% (n-A)	Value (%-3)	n	% (n-A)	Value (%-4)	n	% (n-A)	Value (%-5)			Emp.	Imp.	Dif.		Emp.	Imp.	Dif.
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17																								
18																								

POUPLATION GROUP

SYSTEM LEVEL (page #2)

ITEM	Response #1			Response #2			Response #3			Response #4			Response #5			TN	A (100/TN)	TOTAL VALUE OF ITEM			Devi-ation (X-M)	RANK		
	n	% (n-A)	Value (%-1)	n	% (n-A)	Value (%-2)	n	% (n-A)	Value (%-3)	n	% (n-A)	Value (%-4)	n	% (n-A)	Value (%-5)			Emp.	Imp.	Dif.		Emp.	Imp.	Dif.
19																								
20																								
21																								
22																								
23																								
24																								
																			Sum					
																			Mean					

SCHOOL LEVEL

POUPLATION GROUP

BUILDING LEVEL (page #1)

ITEM	Response #1			Response #2			Response #3			Response #4			Response #5			TN	A (100/TN)	TOTAL VALUE OF ITEM			Deviation (X-M)	RANK		
	n	% (n-A)	Value (%-1)	n	% (n-A)	Value (%-2)	n	% (n-A)	Value (%-3)	n	% (n-A)	Value (%-4)	n	% (n-A)	Value (%-5)			Emp.	Imp.	Dif.		Emp.	Imp.	Dif.
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17																								
18																								

SCHOOL LEVEL

POUPLATION GROUP

BUILDING LEVEL (page #2)

ITEM	Response #1			Response #2			Response #3			Response #4			Response #5			TH	A (100/TH)	TOTAL VALUE OF ITEM			Devi-ation (X-M)	RANK		
	n	% (n-A)	Value (%-1)	n	% (n-A)	Value (%-2)	n	% (n-A)	Value (%-3)	n	% (n-A)	Value (%-4)	n	% (n-A)	Value (%-5)			Emp.	Imp.	Dif.		Emp.	Imp.	Dif.
19																								
20																								
21																								
22																								
23																								
24																								
25																								
26																								
27																								
28																								
29																								
30																								
31																								
32																								
33																								
34																								
																			Sum					
																			Mean					